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ABSTRACT

Questionnaires on the quality of the College Readiness Program, an approach to encourage disadvantaged talented students to prepare for careers in the health field, were completed by 40 program graduates. Responses indicated that participants perceived the program as generally benificial in guiding them and perparing them for careers in the health sciences. Fifty-nine of 71 graduates were pursuing a career in health sciences or had been admitted to a health science study program. The College Readiness Program is part of a large effort with the overall objective of conducting programs to recruit, motivate, and support low income and minority students interested in health science careers. (CL)

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PARTICIPANT EVALUATION OF THE TIP COLLEGE READINESS PROGRAM

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August 1977

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PARTICIPANT EVALUATION OF THE TIP COLLEGE READINESS PROGRAM

INTRODUCTION

The College Readiness Program has been conducted since 1972 as part of the Talent Identification Program (TIP) funded largely by the Western Missouri Area Health Education Center (WMAHEC) with additional support from the Kansas City Association of Trusts and Foundations and the Kansas City, Missouri Public Schools. TIP is one of the 12 components in the federally-funded WMAHEC project established to help improve health education and service in a 38-county target area in Western Missouri.

The overall objectives of the Talent Identification Program are to help potential health science workers learn about and prepare for opportunities for careers in the health field and to increase the number of professionally trained health workers recruited from communities with substantial low income, rural, and/or minority populations in order to reduce the shortages of such workers which exist in these communities. Much of TIP's work involves contacting and providing information and assistance to high school students who may be interested in preparing for health science occupations. Special emphasis is placed on providing information and assistance to economically disadvantaged students and to rural students and minority students, based on the suppositions that students with these backgrounds will be more likely than other health workers to provide services later to high need communities and that in any case individuals from these backgrounds have suffered special disadvantages in the past connected with their social status and deserve special help in preparing for careers in the health sciences.

The College Readiness Program is one of TIP's major projects to encourage and assist young people in preparing themselves for careers in the health sciences. Since 1972, special academic year and summer courses have been conducted for high school students from the Greater Kansas City Region who have indicated an interest in pursuing careers in health-related fields. Until the summer of 1977, approximately 90% of the participants have been from the Kansas City, Missouri Public Schools, particularly from schools with high percentages of economically disadvantaged students and/or racial-ethnic minority students. Due to the Kansas City, Missouri School District (KCSD) teachers' strike which lengthened the school term in 1977, participants in the summer of 1977 were mostly relatively low status students from other school districts in the metropolitan area.

BACKGROUND

The College Readiness Program is an outgrowth of the Special Scholarship Program which was established in Kansas City in 1962 and the Talent Search Program which was established in 1967. The Special Scholarship Program, established particularly through the efforts of the KCSD and the Kansas City Association of Trusts and Foundations, primarily concentrated on helping economically disadvantaged and/or minority students prepare for and obtain financial assistance to attend college. Beginning in the summer of 1962, summer courses in reading, study skills, personal development (related to behaviors required for success in college), college orientation, budgeting of time and related matters were conducted for Special Scholarship students, and 488 students participating in the program were assisted in obtaining $480,000 in scholarship money between 1962 and 1967.

In 1967 with the advent of the Higher Education Act of 1965 providing funds to help disadvantaged students and with the additional cooperation of the Kansas City Regional Council on Higher Education* and the Metropolitan School Study Group,** the Special Scholarship Program became the Talent Search Center, which was an expanded program designed to provide additional services for a greater number of students than could be accommodated in Special Scholarships. (The latter program continued to function in connection with the Talent Search Center for an additional three years.) Between 1967 and 1972 the Talent Search Center helped identify and assist 1409 eligible students who received $1,553,611 in financial aid for the freshman year at postsecondary educational institutions. The Talent Search Program also offered an expanded eight-week summer college preparatory program for participating high school students, with work in English Composition and information on careers added to the subjects previously offered.

In 1972 WMAHEC funding made it possible to carry on the Talent Search Program for promising students interested in future careers in the health sciences. Beginning at that time, the College Readiness academic year and summer courses and other services offered through the newly-created TIP program were limited to students with an interest in health-related careers, and Biology and Chemistry were added to the courses comprising the College Readiness curriculum. In addition, instruction in mathematics was offered during the summer of 1975.

*An association of regional colleges and universities

**An association of public school superintendents in the metropolitan area

College Readiness courses have been offered during the academic year for students who attend two-to-three hour sessions in the afternoon and on Saturdays and during six-to-eight week summer sessions lasting five hours or more. Students for the program are identified and recruited using recommendations from school personnel as well as persons in the community, standardized test data, school histories, analysis of family circumstances, and interviews with parents as well as pupils. Representative enrollment figures show that 59 students (mostly seniors) participated in courses during the 1976-1977 academic year, 22 students participated in a Saturday morning Chemistry class, and 104 students (mostly freshmen and sophomores) participated during the summer program in 1976. The typical student has been in the program for one summer and two academic years.

As an integral part of the TIP program, the College Readiness component is closely linked with other TIP activities, particularly in the Kansas City Metropolitan Area. Between July 1975 and June 1976, TIP staff contacted nearly 1200 students to provide information and assistance aimed at stimulating health science careers. Many of those contacted in the Kansas City area subsequently participated in College Readiness courses. One hundred and thirty-four students--many of them College Readiness Students--were assisted in preparing applications to various college and university health-related education programs, and on-campus counseling was provided for 33 higher education students, most of whom had been College Readiness participants. Thus, the College Readiness Program is part of a larger effort which has the overall objective of conducting coordinated programs to recruit, motivate, and support low income and minority students interested in health science careers. Several specific goals

for the program have been stated as follows:

"To alter the academic aspiration, preparation, and motivation of low income and minority youngsters who have some potential and give evidence of ambition to develop their abilities in order to enter professional training for health science careers.

"/to provide/ individualized, intensive instruction in the areas of English Composition, Reading, the Sciences (particularly Biology and Chemistry), and the development of effective Study Skills, Techniques, and Attitudes.

"/to provide/ current information on health careers, financial aid and postsecondary school entrance requirements and opportunities in the health sciences in the community."*

METHODOLOGY

To assess participants' evaluation of and reactions to the College Readiness Program, a questionnaire was prepared and mailed to all 88 graduates of the program who had participated from 1972 through the summer of 1976. An introduction prepared by TIP Director Ann Johnson explained the purpose of the questionnaire and assured respondents that their individual responses would be confidential and anonymous. A copy of the questionnaire is provided as Appendix A.

Addresses for many graduates from the earlier years were out of date, especially since many students had moved outside the Kansas City area to attend college. Questionnaires were sent to graduates' latest college address when this information was available, in time to reach them before

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*Mimeographed description of the Talent Identification Program, n. d.

the end of the 1976-1977 academic year.

Letters and questionnaires were returned marked "address unknown" for 15 of the 88 targeted respondents, presumably leaving 73 participants who either received the questionnaire or had it received by relatives or friends. Because only 24 questionnaires were returned after the original mailing, a follow-up letter and questionnaire were sent to graduates who had not returned the first questionnaire. Following the second copy, 16 additional questionnaires were returned making a total of 40 completed questionnaires. We regard the rate of return--40 out of 88 targeted participants--as acceptable (if only minimally so) in view of the difficulty of reaching and obtaining responses from a mobile group of youth, many of whom are difficult to find two or three years after they graduate from high school.

The questionnaire itself included open-ended items as well as yes-no, multiple-choice, and check-list items with specified response categories. Open-ended items were content-analyzed by having one reader study all the questionnaires before devising categories he believed accurately described most responses. He then proceeded to assign each open-ended response to the appropriate category. Two additional readers then read and classified responses without knowledge of the first reader's assignments. In the few cases where two of the three readers were not in agreement, responses were assigned to a category designated "other" rather than being tabulated for analysis in the established content categories.

STUDENT ASSESSMENT OF THE PROGRAM

Respondents were asked to react to the item, "How helpful was the program?" Thirty-seven respondents answered the question by marking the four response categories as follows:

Very helpful - 20

Helpful - 14

Somewhat helpful - 2

Not helpful - 1*

It should be emphasized that our respondents were all high school graduates who had participated in the College Readiness Program. Thus their responses reflect their subsequent experience in college or other locations at which they have had an opportunity to determine whether participation had beneficial practical results. Based as it is on post-program experience, the response rate of 92% in the "Very helpful" and "Helpful" categories is an encouraging indication that participants found the College Readiness program to be beneficial after they had an opportunity to decide whether it really did help them in a practical way.

We also tabulated responses to the item by year of participation, in order to determine whether recent participants were as positive about the College Readiness Program as early participants. These tabulations showed that all eleven respondents who had participated in 1975 and 1976 said the program was "Very helpful" or "Helpful," as compared with 18 out of 21 who had participated in 1972, 1973, or 1974. (Five respondents

*The single respondent who marked "not helpful" went on to explain that he (or she) had found it necessary to withdraw after participating only a short time in one class, before it was possible to derive much benefit from the program. This respondent elsewhere remarked that TIP had been helpful and was still providing him (or her) with counseling at the college level.

failed to record the year in which they participated.) These results indicate that participants in recent years have been as positive about the CRP as participants in the early years.

Respondents next were asked to answer the open-ended item, "Looking back, what were the strong points of the College Readiness program?" The answers of the 36 respondents who reacted to the item were classified by the coders as follows:

Coding Category	Number
Content of the classes in reading, biology, chemistry, study skills, etc.	18
Exposure or orientation to college-type classes and work	6
Academic advising and counseling services	5
Individualized instruction	3
Interpersonal interaction with students and staff	2
Experience in goal setting	1
No strong points	1
	36

As shown above, half of the 36 respondents cited the content of classes as a strong point in the CRP. Six of these 18 respondents specified "reading" as a strong aspect of the program. Representative answers indicating other types of strong points included the following: "Helped psychologically to prepare me for some of the things we were to run into /in college/ and helped me learn to organize my time a little better" and "Helped to focus goals, gave me a better chance for the Med Program at UMKC."

When asked the question "What could have been done to make the program more useful?", 28 respondents gave answers which the coders

classified as follows:

Coding Category	Number
More time and/or classes in the program; begin earlier in high school	10
More emphasis on study skills and test taking	4
More emphasis on laboratory orientation	3
More help in chemistry	2
Provide exposure to hospitals and clinical situations	2
Provide contact with college students in health fields for purposes of motivation	2
Other	5
	28

These tabulations indicate that 23 of the 28 respondents gave answers (all except "Other") which directly or indirectly suggested additional time and/or content in the program. As shown above, participants generally found the CRP to be helpful; they seemed to feel that it would be even more helpful if there were additional time to gain still more from it. Representative responses included such statements as "Basically more time to participate as well as maybe more chemistry and other courses" and "Knowing about it earlier in high school and receiving earlier counseling." It should be noted at this point that CRP staff have been well aware of students' perceptions and needs along these lines, and have been trying to expand the program wherever possible in accordance with such responses.

We also asked respondents to react to an item dealing specifically with the CRP's utility in career planning. This item instructed respondents to "Check two parts of the College Readiness program that you

found most useful in helping you make decisions about your future career plans." Thirty-one respondents checked at least one of the categories which were listed, and 26 checked a second category. The distribution of responses was as follows:

Response Category	Number	% of Respondents (Base = 31)
Clinical experiences	1	.03
Contact with other students in the program	15	.48
Classes	18	.58
Interaction with staff	15	.48
Interaction with health professionals	5	.16
Special lectures	2	.06
Other	1	.03
	57	

As shown above, more than half the respondents who answered this item perceived classes as being most useful in their career planning, and nearly half felt that interaction with staff had been most useful. These results were not unexpected, but we were a little surprised to find that nearly half checked "Contact with other students in the program." This finding suggests that interaction with high potential peers may be helpful in orienting big city high school students toward careers in college.

High School Preparation

One premise underlying the College Readiness Program is that participation can help students overcome disadvantages associated with their background, thereby helping prepare them for careers in health sciences and related fields. Some of these disadvantages are thought to involve

attendance at elementary and secondary schools which sometimes provide relatively poor preparation for colleges or other higher education institutions. To determine whether students perceived their high school preparation as being deficient for this purpose, and to identify areas in which they may think more help is needed, we asked respondents to answer the question, "How adequate was your high school preparation for college work in the following subjects?" Subjects listed were "Chemistry, Physics, Biology, Reading, Writing, and Study Skills." Responses to the item were as follows:

	Subject											
Response Category	Chemistry		Physics		Biology		Reading		Writing		Study Skills	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Very well prepared	2	(05)	4	(14)	6	(15)	9	(25)	10	(26)	3	(09)
Well prepared	13	(35)	13	(45)	22	(56)	18	(50)	19	(49)	17	(49)
Poorly	18	(49)	11	(38)	9	(23)	9	(25)	8	(21)	14	(40)
Very poorly	4	(14)	1	(03)	2	(05)	0	(00)	1	(03)	1	(03)

As shown above, more than half the respondents who replied to this item said they had been "Poorly" or "Very poorly" prepared in high school chemistry, more than 40% said they were not well prepared in physics and study skills, and 24 to 28% said they were not well prepared in biology, reading, and writing. Only for reading did as many as one-fourth say they were "Very well prepared." These results indicate that many CRP participants tend to perceive their high school preparation as having been less than satisfactory. Perhaps this is why many were willing to participate in the program.

Cross-tabulations also were performed on this item by year in the program, and produced one potentially important finding. Five of the

eleven participants (who responded) from the 1975 and 1976 classes said their high school preparation in reading was poor, compared with 3 of 20 participants in 1972, 1973, and 1974. This difference may indicate that CRP participants have been less well prepared in high school basic skills in recent years than in the early years of the program.

TIP Influence

The College Readiness Program is part of the Talent Identification Program but other services also are provided by TIP for students with an interest in health science careers. These services include counseling at all stages from first contact to post-high school career as well as assistance in filling out applications for higher education enrollment and financial aid. To assess overall TIP influence with respect to our sample of CRP participants, we first asked respondents to answer the question, "To what extent were you certain that you wanted to pursue a health sciences career before you had contact with TIP?" Thirty-nine respondents answered this item as follows:

Response Category	N	(%)
Very certain	10	(26)
Certain	12	(31)
A possibility	16	(41)
Had no definite thought at that time	1	(03)

As shown above, all but one of the respondents said they had at least thought about health science careers before their contact with TIP. This is not surprising inasmuch as the purpose of TIP is to contact students with an existing or potential interest in the health field and stimulate them to pursue it. More revealing was the response to the next item: "Did you first learn through your contact with TIP about the health science opportunities available in the field which you eventually entered?". Nearly half (18) of the 38 respondents who answered checked "Yes."

A majority of the respondents who checked "No" (11 of 20) said they already had some interest in health science due to the influence of parents, high school counselors, or the media, but even among this group TIP still appeared to be influential as in the case of a respondent who said, "TIP was not the first exposure . . . TIP did help in my understanding and realizing several of these opportunities." If respondents were accurate in their recollection of TIP influence regarding the fields they have entered, TIP has been having an impressive impact in steering CRP students toward health science opportunities in fields many might otherwise not have pursued.

We also asked respondents to answer the open-ended item, "In what ways has TIP been helpful to you?" Thirty-nine respondents gave at least one answer; together they provided 86 responses. The most frequent responses as classified by the coders were the following:

Coding Category	Number
Improved knowledge of various subjects	20
Orientation to and/or preparation for college	15
Building study skills	12
Career Counseling	12
Help with applications, information on admissions, housing, financial aid, programs, etc.	11

The range and content of the responses volunteered on this open-ended item were impressive. Respondents repeatedly cited types of assistance which are of obvious importance to a successful career in the health sciences and are well in line with TIP and WMAHEC goals. A number of respondents went out of their way to offer additional comments bearing on the dedication and enthusiasm of project staff. For example,

one respondent said that "The people involved with TIP still to this day help me with decisions about school." In general, responses to this item provided encouraging documentation of the value of TIP and the College Readiness Program.

Subsequent Careers of CRP Graduates

One of the best measures of the success of the CRP program in reaching students with interest in and potential for the health sciences is the extent to which participants in the program later went into health-related studies and careers. If a high proportion of graduates did pursue health careers subsequent to high school graduation, one must conclude at a minimum that the program has been reaching its target population.

Among the 40 respondents in our sample, seven indicated they were medical school students during the 1976-1977 academic year, one was in pharmacy school, one was participating in a "minority health science" program, and 23 were in arts and science studies at various colleges and universities. Several among these 23 students indicated that they had biology, pre-medical, or other health-related majors, but most did not describe the area in which they were majoring. The remaining respondents were working or did not answer the question.

When respondents were asked the question. "Looking ahead five years from now, what occupation do you think you most likely will be engaged in or pursuing?" answers were distributed in the following categories:

Health Fields

Medicine	- 19
Pharmacy	- 3
Nursing	- 3
Dentistry	- 1

Hospital Administration	- 1
Medical Technology	- 1
Radiology	- 1
Respiratory Therapy	- 1
Other Fields	
Engineering	- 2
Business Administration	- 1
Data Processing	- 1
Microbiology	- 1
Safety Inspector	- 1
	36

As shown above, 30 of the 36 respondents who answered this question expect to be working in health science occupations in five years. Nineteen of these 30 expect to be in medicine. Thus, data on future expectations as well as on current enrollment suggest that a high percentage of CRP graduates are pursuing careers in the health sciences.

We also had access to CRP records many of which had recent information on current location and activities of graduates of the program. As a check on information obtained from our questionnaire, we classified all CRP graduates for whom information was available into three categories: 1) Proceeding in or completed health science studies at the postsecondary level; 2) Admitted to or entered postsecondary health science studies but declined to enroll or switched to another field; and 3) Proceeding in or completed studies in some other field. These groups were mutually exclusive in that graduates not proceeding in or completing health science studies were placed in either category 2 or category 3 depending on the information available. Information allowing assignment

to these three categories was available for 71 graduates. Distribution within the categories was as follows:

Proceeding in or Completed Health Science Studies

Medicine	20
Pre-medical	10
Biology	10
Nursing	5
Pharmacy	2
Pre-nursing	2
Health technician	1
Pre-pharmacy	1
	51

Admitted to or Entered Postsecondary Health Science Studies but Declined to Enroll or Switched to Another Field

Current activity unknown	4
Arts and Sciences	1
Business Administration	1
Criminal Justice	1
Married, not working	1
	8

Proceeding in or Completed Studies in Another Field

Engineering	4
Arts and Sciences	3
Chemistry	1
Law	1
Military Science	1
Music	1
Science (?)	1
	12

As shown above, 59 of the 71 graduates for whom we had information either were pursuing a career in health sciences or had been admitted to a health science study program after graduating high school. At least 51 were pursuing or had completed studies in a health science career. A majority within this group was in medicine or pre-medical studies. In addition, twelve other graduates were pursuing or had completed professional training in other fields, and several in this group (i.e. students in arts and sciences) possibly may end up in health science fields in the future. There is no way we can know for sure how many of these graduates of the CRP would not have entered health fields or might not have succeeded in their studies had it not been for assistance through TIP and CRP, but both our questionnaire data and the information available from CRP records indicate that an impressive number have entered fields into which TIP and CRP try to guide them.

SUMMARY

The preceding sections have reported the results of a questionnaire which was sent to students who had participated in the College Readiness Program sponsored by the Western Missouri Area Health Education Center as part of its Talent Identification Program component. Responses to the questionnaire indicated that participants have perceived the program as generally beneficial in guiding them toward and preparing them for careers in the health sciences. Perceptions of areas which require improvement centered particularly on the need to expand the program to provide additional help over a longer period of time.

The College Readiness Program together with other services offered by the Talent Identification Program appears to have an impressive record in helping to guide participants toward careers in the health sciences. Thirty of 36 respondents in our questionnaire expect to be working in the health sciences in five years. Fifty-nine of 71 graduates for whom information was available in CRP records were pursuing a career in health sciences or had been admitted to a health science study program after graduating from high school.

Thus, the data we collected on the reactions of former participants in the CRP provide encouraging evidence that the program has been successful in encouraging and assisting disadvantaged students to prepare themselves for careers in the health sciences. In addition, the Kansas City School District is exploring the possibility of establishing a special high school* for students in the Kansas City Public Schools which would emphasize education in health fields, math, and science. This idea would be particularly advantageous for students in the CRP because

*See Appendix B.

it would facilitate expansion of that program to include more laboratory work and a greater emphasis on mathematics. It might also facilitate efforts to provide TIP participants with early experience in clinical health settings.

TALENT IDENTIFICATION PROGRAM - COLLEGE READINESS QUESTIONNAIRE

Dear Former College Readiness Student:

This questionnaire is being sent to students who have had contact with the Talent Identification Program (TIP) conducted by the Western Missouri Area Health Education Center. Its purpose is to obtain information which will help us improve services offered by TIP. It will take you only a few minutes to fill out. Please answer every question except those which are not applicable to students who did not participate in the College Readiness Program. Your responses to this questionnaire are anonymous--no record is being made of the names of persons who respond. We appreciate your cooperation in conducting this survey.

To what extent were you certain that you wanted to pursue a health sciences career before you had contact with TIP? (For example, if while you were a high school sophomore you were fairly sure you wanted to study medicine and are now in a Medical School, you would mark "Certain.")

Very certain___ Certain___ A possibility___ Had no definite thought at that time___

Did you first learn through your contact with TIP about the health science opportunities available in the field which you eventually entered?

Yes___ No___ If no, how did you first learn of these opportunities?

_____

_____

_____

In what ways has TIP been helpful to you?

a. _____

b. _____

c. _____

What kinds of additional preparation would have been most helpful to you in the summer before you entered health science studies in college?

_____

_____

What did you do during the 1976-1977 academic year? (For example, enrolled as student in nursing at Penn Valley Community College; Worked full-time as sales person).

_____

_____

Did your grade point increase after the college readiness program?

Yes___ No___ Not applicable___ If yes, how much?___

If you were a student this year, what was your grade point average the last time you received grades? ___ (If you are not certain, give your best estimate on a scale of A = 4, D = 1).

What do you expect to be doing during the 1977-1978 academic year?

_____

If you started but did not complete a college or university course of study in health sciences, what were the reasons for your dropping out? What might have been done to help you complete the program if you wanted to do so?

_____

_____

How adequate was your high school preparation for college work in the following subjects? (check one)

Chemistry: Very well prepared___ Well Prepared___ Poorly___ Very poorly___

Physics: Very well prepared___ Well Prepared___ Poorly___ Very poorly___

Biology: Very well prepared___ Well Prepared___ Poorly___ Very poorly___

Reading: Very well prepared___ Well Prepared___ Poorly___ Very poorly___

Writing: Very well prepared___ Well Prepared___ Poorly___ Very poorly___

Study Skills: Very well prepared___ Well Prepared___ Poorly___ Very poorly___

Looking ahead five years from now, what occupation do you think you most likely will be engaged in or pursuing. Be specific.

___ Clinical Psychology
___ Community Health Worker
___ Dental Hygiene
___ Dentistry
___ Electroencephalography Technology
___ Environmental Health
___ Health Administration
___ Health Education
___ Hospital Administration
___ Medical Record Administration
___ Health Planning
___ Medical Library Sciences
___ Medicine
___ Nursing
___ Nutrition
___ Occupational Theraot
___ Optometry
___ Pharmacy
___ Physician's Assistant
___ Physical Therapy
___ Radiologic Technology
___ Respiratory Therapy
___ Social Work
___ Other (Specify)_____

Were you enrolled in the TIP College Readiness Program? Yes___ No___

If yes, please answer the following questions:

What year did you participate?____ How helpful was the program: Very helpful___ Helpful___ Somewhat helpful___ Not helpful___

Looking back, what were the strong points of the College Readiness program?

_____

_____

What could have been done to make the program more helpful?

_____

_____

Check two parts of the College Readiness program that you found most useful in helping you make decisions about your future career plans.

___clinical experiences (actual observations)
___contact with other students in the program
___classes
___interaction with staff
___interaction with health professionals
___special lectures
___other (specify)_____

_____

Thank you very much for your assistance.

Ann Johnson

Please return to: Ms. Ann Johnson
TIP Room 104
714 East 11th Street
Kansas City, Missouri 64106

APPENDIX B

25 July 1977

Dr. Robert Wheeler
Superintendent
Kansas City, Missouri Public Schools
1211 McGee
Kansas City, Missouri 64106

Dear Dr. Wheeler:

Dr. Daniel U. Levine has briefed me with respect to potential development of area "magnet schools" under ESAA funding. We are particularly interested in the proposed "Health and Science School" and wish to indicate our desire to work cooperatively with you in this educational endeavor.

As you know, for the University to actively be involved with such planning is a direct extension of our earlier efforts through the Talent Identification Program. This program, funded by the Western Missouri Area Health Education Center, has attempted to provide limited services and educational experiences for Kansas City, Missouri school students interested in a health science career. Under the able direction of Mrs. Ann Johnson we have had success, but not to the degree an area "magnet school" might achieve.

Once again, we support your efforts and would be pleased to be of any appropriate aid should the School District move in this direction.

Sincerely,

Henry A. Mitchell, Ph.D.
Associate Provost for the
Health Sciences

HAM:rb

cc: Mrs. Ann Johnson
Dr. Daniel U. Levine